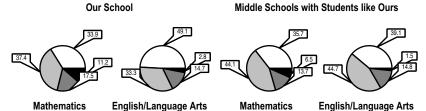
MARTHA DENDY SIXTH GRADE CENTER 301 North Bell Street Clinton, South Carolina 29325 6 Middle School GRADES 298 Students ENROLLMENT Wanda B. Isaac 864-833-0831 PRINCIPAL SUPERINTENDENT Charles H. Lackey 864-833-0800 Myron (Buddy) Hunt 864-684-0304 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory U 22 16 IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: ND This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Average	N/A
2003 2004	Average	Below Average	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



	Definition of Critical Terms
Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	20	279	170
Percent satisfied with learning environment	85.0%	69.5%	83.3%
Percent satisfied with social and physical environment	85.0%	70.1%	72.8%
Percent satisfied with home-school relations	57.9%	83.1%	78.6%

PACT PERFORMANCE BY GROUP

PACT PERFORMANC								
	groll	Rent Testing	Lested old Br	alom Basic	Basic ol	Proficient of	Advanced Profi	tient and stated
	10,0	\$ · · · · ·	0/0		/	/	0/01	<u>'</u> ' s''
All students	000	00.0		_	iguage A		47.5	
Gender	299	99.3	49.1	33.3	14.7	2.8	17.5	17.6
Male	159	99.4	56.4	31.5	10.7	1.3	12.1	17.6
Female	140	99.3	41.2	35.3	19.1	4.4	23.5	17.6
Racial/Ethnic Group	110	00.0		00.0			20.0	1110
White	158	98.7	44.5	33.6	17.8	4.1	21.9	17.6
African-American	137	100.0	54.8	32.6	11.1	1.5	12.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	233	99.6	46.1	34.4	16.4	3.1	19.5	17.6
Disabled	66	98.5	75.9	24.1	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	299	99.3	49.1	33.3	14.7	2.8	17.5	17.6
English Proficiency								47.0
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	299	99.3	48.6	33.6	15.0	2.9	17.9	17.6
Socio-Economic Status		100.0	50.0	24.0	40.7	1.0	44.7	47.0
Subsidized meals	1	100.0	56.6	31.6	10.7	1.0	11.7	17.6
Full-pay meals	298	99.3	32.6	37.1	23.6	6.7	30.3	17.6

	Mathematics									
All students	299	100.0	33.9	37.4	17.5	11.2	28.7	15.5		
Gender										
Male	159	100.0	38.3	34.2	17.4	10.1	27.5	15.5		
Female	140	100.0	29.2	40.9	17.5	12.4	29.9	15.5		
Racial/Ethnic Group										
White	158	100.0	27.7	36.5	16.9	18.9	35.8	15.5		
African-American	137	100.0	41.8	38.1	17.2	3.0	20.1	15.5		
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5		
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5		
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5		
Disability Status										
Not disabled	233	100.0	30.7	37.4	19.5	12.5	31.9	15.5		
Disabled	66	100.0	62.1	37.9	N/A	N/A	N/A	15.5		
Migrant Status										
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5		
Non-migrant	299	100.0	33.9	37.4	17.5	11.2	28.7	15.5		
English Proficiency										
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5		
Non-limited English proficient	299	100.0	33.0	37.9	17.7	11.3	29.1	15.5		
Socio-Economic Status										
Subsidized meals	1	100.0	39.1	43.1	13.7	4.1	17.8	15.5		
Full-pay meals	298	100.0	22.5	24.7	25.8	27.0	52.8	15.5		

PACT PERFORMANCE BY GRADE LEVEL

		Enolin	and Jo	lest ologi	Now of	Bas 0/0	640.	Adva olo bioli
		\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	<u>»</u>	/ 0,0				0/0,
	0 1 0				n/Langua			
-	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 6	278	N/A	40.7	32.6	21.6	5.1	26.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	299	99.3	49.1	33.3	14.7	2.8	17.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematica										
Mathematics											
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
2002	Grade 6	278	N/A	34.4	42.1	15.4	8.1	23.4			
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
20	Grade 6	299	100.0	33.9	37.4	17.5	11.2	28.7			
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

SCHOOL PROFILE

o	ur School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 298)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	12.1%	14.4%
Retention rate	5.7%	Up from 2.8%	3.3%	2.3%
Attendance rate Eligible for gifted and talented	95.1%	No change	94.9%	95.2%
	0.0%	Down from 10.2%	13.0%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	0.0%	Down from 17.9%	14.9%	14.1%
	2.7%	Up from 2.0%	5.5%	4.9%
Suspended or expelled	1.0%	Up from 0.7%	1.2%	1.3%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	57.9%	Up from 50.0%	43.5%	47.1%
Continuing contract teachers	68.4%	Down from 77.8%	78.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.8%	Down from 77.4%	81.7%	84.3%
Teacher attendance rate Average teacher salary	93.8%	Down from 94.3%	94.9%	95.0%
	\$39,002	Up 1.4%	\$38,682	\$39,924
Prof. development days/teacher	9.0 days	Down from 10.6 days	10.4 days	10.7 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio	21.3 to 1	Up from 13.1 to 1	20.5 to 1	21.0 to 1
Prime instructional time	87.2%	Down from 90.9%	88.2%	88.9%
Dollars spent per pupil*	\$6,351	Up 33.6%	\$5,926	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	56.6%	Down from 64.0%	63.5%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.0%	No change	94.4%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

					•			
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample	

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, 300 students were enrolled. Of those students, 14% had special needs, 18% were in the academically gifted and talented program, and 67% received free/reduced lunch.

This year four of the sixteen members of the middle school Science Olympiad team were Martha Dendy students. The team captured the state Science Olympiad crown and competed in the National Science Olympiad Competition in Ohio. One of the sixth graders won third place in the nation out of fifty-four teams in one of the competitions.

This year focused on several successful academic initiatives. We continued to focus on math and language arts with ninety-minute instructional blocks. Our schedule enhanced learning by blocking language arts with social studies and science with math, for a greater opportunity for curricular integration. Computer software allowed teachers to complete diagnostic pre- and post-tests for assessing student achievement. Programs such as Accelerated Reader and Accelerated Math motivated students in core areas. The LINX engineering design curriculum helped implement science standards, integrate technology, and foster inquiry-based learning. We provided opportunities for our students to grow, learn and achieve. We received a banner in recognition of our status as a Flagship School of Promise.

Through our Retraining Grant teachers had many opportunities for professional development to support standards-based instruction. We provided workshops on instructional methods for math and science by bringing in nationally recognized presenters. Our language arts and reading teachers continued to develop their best practices through the South Carolina Reading Initiative. With our focus on Writing Across the Curriculum, we continued toward our goal of becoming an exemplary writing school.

We strove to meet the needs of all students. Our morning and afternoon homework centers offered assistance and tutoring to all students. We continued our "Peek at PACT" program that provided continuous practice throughout the year. A technology coach assisted students and teachers with incorporating technology into the curriculum. In addition, students attended PACT Preparation sessions twice weekly in math and language arts. As a school community we read the novel "Stargirl."

Indeed we are a community of learners Building Bridges To Success - Today, Tomorrow, and Together.

Wanda B. Isaac

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.